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## Information/Action

### *Professional Services Committee*

#### Validity Study of the Reading Instruction Competency Assessment

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**Executive Summary:** This agenda describes the need to convene a design team to begin a validity study of the Reading Instruction Competence Assessment. This agenda item presents a draft application form for the RICA Validity Study Design Team for the Commission's review.

**Recommended Action:** That the Commission review the draft application form for the RICA Validity Study Design Team and direct staff to release the approved version to seek design team nominations.

**Presenter:** Amy Jackson, Administrator,  
Professional Services Division

#### Strategic Plan Goal(s):

##### Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates





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# **Validity Study of the Reading Instruction Competency Assessment**

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## **Introduction**

This agenda item describes the need to begin a Validity Study of the Reading Instructions Competence Assessment (RICA). This item presents a draft of the application form for nominations to the RICA Validity Study Design Team for the Commission's review and comment.

## **Background**

The current RICA content specifications are aligned with the 1997 K-12 English–Language Arts Content Standards and the 1999 K-12 Reading/Language Arts Framework. Education Code Section 44283(b)(2) requires the Commission to periodically analyze the validity and reliability of the content of the assessment. Because the RICA has not undergone such an analysis since it was first developed in 1997 and because validity evidence erodes with time, it is an appropriate time to revalidate the assessment. Implementing a validity study of the RICA will assure that the exam remains a valid assessment of a beginning teacher's knowledge, skills, and abilities related to the teaching of reading/language arts.

As part of the current RICA contract, National Evaluation System, Inc. (NES) is required to conduct a validity study of the RICA Content Specifications under the direction of the Commission. The first step in the study is to seek nominations for the ten- to twelve-member RICA Validity Design Team, which traditionally is composed of California educators with experience and expertise in the teaching of reading/language arts. Pursuant to Education Code Section 44283(b)(7), the Design Team must be composed of at least one-third "classroom teachers with recent experience in teaching reading in the early elementary grades."

## **Draft of the Application Form for the RICA Validity Study Design Team**

Attachment A is a draft copy of an application form for the RICA Validity Study Design Team. The application form is presented for discussion and modification. It was patterned after those used by the Curriculum Development and Supplemental Materials Commission at the California Department of Education. The attached form outlines the role of the RICA Validity Study Design Team and the qualifications needed by those who would serve on the Design Team.

The draft application form requests applicants to provide information about their professional experience, education, and expertise in the reading/language arts. The draft form requires applicants to include the names of three references and to submit a resume highlighting reading/language arts experiences. Demographic information about the applicants and their employers is also requested.

**Staff Direction**

Staff is seeking direction from the Commission regarding modification of the draft RICA Validity Study Design Team application form. Staff request permission to post the application form on the Commission's website and distribute the form via the Commission's list serve to county offices of education, school districts, institutions of higher education, and reading/language arts associations. The Commission will review applications and select individuals to serve on the Design Team at the January/February 2006 Commission meeting.

**ATTACHMENT A**

**California Commission on Teacher Credentialing**  
**Application for the**  
**Reading Instruction Competence Assessment (RICA)**  
**Validity Study Design Team**

The California Commission on Teacher Credentialing (Commission) is currently seeking California educators who have experience and expertise in the teaching of reading/language arts to assist in performing a validation study of the Reading Instruction Competence Assessment (RICA). Passage of this examination is required for almost all California candidates seeking their initial Multiple Subjects Teaching Credential or Educational Specialist Instruction Credential (special education).

**What is the role of the RICA Validity Study Design Team?**

Members of the RICA Validity Study Design Team (Design Team) will play a significant role in ensuring that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials possess the knowledge and skills necessary for the provision of effective reading instruction to students. The Design Team will make recommendations to the Commission staff concerning revisions to the RICA. The Commission will only consider applications from the most qualified educators to serve as members of the design team.

Select applicants will be invited to serve on the Design Team, which will review the current RICA Content Standards to determine if they reflect the current state policy and practice for reading/language arts instruction. This review will be under the direction of the Commission and facilitated by the RICA testing contractor, National Evaluation Systems, Inc. (NES®). During the Design Team meetings, the team members will receive a comprehensive orientation so they may effectively evaluate the RICA content specifications and suggest any appropriate revisions. The members will apply (a) their knowledge of the California K-12 English–Language Arts Content Standards and the K-12 Reading/Language Arts Framework, (b) their professional understanding, judgment, and experience in reading/language arts instruction, (c) the requirements within the California Education Code, and (d) the knowledge and skills needed by beginning California teachers to teach reading. A survey of their findings will then be distributed statewide to reading/language arts teachers and reading/language arts instruction educators to further build validity for the exam program. The Design Team will use the findings from the validity survey to amend the draft RICA content specifications. The draft RICA content specification will be presented to the Commission for its consideration.

### **What are the important dates?**

Individuals appointed to the Design Team will participate in three 1-2 day meetings. It is anticipated that the meetings will be held in March and September 2006, and February 2007. The meetings will be held in Sacramento. Each member of the Design Team is expected to (a) participate actively in *all* meetings, (b) review written materials in preparation for the meeting, and (c) reflect on multiple perspectives regarding complex issues.

**Qualifications:** The Commission will consider applications from the following individuals seeking appointment to the Design Team:

- Current or recent California public school classroom teachers who hold appropriate certification for teaching reading and have provided exemplary instruction in reading/language arts for at least three years;
- California teacher educators with at least three years of experience in teaching reading/language arts instruction;
- California district and county reading curriculum specialists;
- Support providers/assessors under the California Beginning Teacher Support and Assessment (BTSA) Program who have at least three years of experience providing support to reading/language arts teachers in the BTSA Program;
- Current or recent California public school educators who are certified at the Reading Certificate or Specialist Instruction Credential in Reading level; or
- California instructors providing a grade-level teacher Reading Professional Development Institute (AB 466, Reading First Advanced Trainings, or the current SB 414 program) for an authorized provider.

**Reimbursement of Expenses:** NES will pay necessary travel and lodging expenses for Design Team members. After each meeting, NES will reimburse team members for parking, mileage, and meal expenses. If necessary, NES will also reimburse school districts for the cost of a substitute teacher. NES cannot provide stipends or honoraria, but the Commission will affirm completion of professional growth hours for those that need hours to renew their professional clear credentials.

**Application Instructions:** The completed application may be mailed, faxed, or e-mailed to the Commission. Incomplete or late applications will not be considered. A completed application includes both of the following:

1. Completed 6-page *Application Form for the RICA Validity Study Design Team*
2. A resume, highlighting the applicant's education and experience in reading/language arts instruction (Please limit resume to no more than three pages.)

**Questions:** If you have any questions, please contact Yvonne Novelli, Assistant Consultant in the Examinations & Research Unit, at 916-323-6512 or via e-mail at [ynovelli@ctc.ca.gov](mailto:ynovelli@ctc.ca.gov).

***Completed applications must be submitted to the Commission by December 21, 2005.***

Mail to:

California Commission on Teacher Credentialing  
Professional Services Division

1900 Capitol Avenue

Sacramento, California 95814-4213

Attn: Yvonne Novelli

or

Fax to (916) 324-8927

or

E-mail to [ynovelli@ctc.ca.gov](mailto:ynovelli@ctc.ca.gov)



**APPLICATION FORM FOR THE  
RICA VALIDITY STUDY DESIGN TEAM**

**Nominated by:** (If you are nominating yourself, write "self")

Name \_\_\_\_\_

Title \_\_\_\_\_ School/Institution \_\_\_\_\_

**Personal Information**

Name Prefix (Ms. Mr. Dr.) \_\_\_\_\_

Last \_\_\_\_\_ First \_\_\_\_\_ Middle Initial \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone (\_\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_\_) \_\_\_\_\_

E-mail \_\_\_\_\_

**Employer**

School District, Organization, College, or University \_\_\_\_\_

Work Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Business Phone (\_\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_\_) \_\_\_\_\_

E-mail \_\_\_\_\_

*Preferred Address for Correspondence: Work \_\_\_\_\_ Home \_\_\_\_\_*

**Professional Experience and Education**

Areas of Expertise (check all that apply):

\_\_\_\_\_ Primary (K-3) \_\_\_\_\_ Middle (4-8) \_\_\_\_\_ High (9-12)

College/University \_\_\_\_\_

Current Position (please check all that apply):

\_\_\_ Elementary Teacher

\_\_\_ Middle School Teacher

- ☐ Secondary Teacher
- ☐ Reading Specialist
- ☐ Elementary Administrator
- ☐ Other Title: \_\_\_\_\_
- ☐ Special Education Teacher
- ☐ Reading Curriculum Specialist
- ☐ College/University Teacher Educator

## Professional Experience and Education (cont.)

Current Teaching Assignment Subjects or Teacher Candidate Courses Taught:

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Grade Level(s) or College Level Taught within the Last 3 Years (please check all that apply):

☐ K   ☐ 1-3   ☐ 4-6   ☐ 7-8   ☐ 9-12  
☐ Undergraduate   ☐ Graduate

Years of Teaching Experience:

☐ 0-3 years   ☐ 4-6 years   ☐ 7-10 years   ☐ 11 or more years

Level of Education (highest level attained):

☐ Bachelor's Degree   ☐ Master's Degree   ☐ Doctoral Degree  
☐ Special Area/Field: \_\_\_\_\_

Have you received full certification to teach in California public schools (i.e., Preliminary, Professional Clear, Clear, or Life)?

☐ Yes   ☐ No

If yes, indicate California credential number(s): \_\_\_\_\_

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Which of the following California teaching credentials or certificates do you hold? (Please check all that apply)

- ☐ Elementary Teaching Credential: Multiple Subject, General Elementary, or Standard Elementary  
\_\_\_\_\_
- ☐ Secondary Teaching Credential: Single Subject, General Secondary, or Standard Secondary in (please indicate area(s)):  
\_\_\_\_\_
- ☐ Education Specialist Credential in (please indicate area(s)):  
\_\_\_\_\_
- ☐ Reading Certificate
- ☐ Specialist Instruction Credential in Reading

Indicate below the language(s) other than English in which you are academically fluent:

Language \_\_\_\_\_ Speak \_\_\_\_ Read \_\_\_\_ Write \_\_\_\_

Language \_\_\_\_\_ Speak \_\_\_\_ Read \_\_\_\_ Write \_\_\_\_

## Experience and Education Specifically Related to Reading/Language Arts Instruction in California

1. Grade level(s) teaching reading/language arts and/or college level teaching reading/language arts instruction within the last 3 years in California (please check all that applies):  
☐ K   ☐ 1-3   ☐ 4-6   ☐ 7-8   ☐ 9-12  
☐ Undergraduate   ☐ Graduate
2. Years of teaching reading/language arts and/or reading/language arts instruction in California:  
☐ 0-3 years   ☐ 4-6 years   ☐ 7-10 years   ☐ 11 or more years
3. Degree(s) emphasizing reading/language arts instruction (check all that apply):  
☐ Bachelor's Degree \_\_\_\_\_ Master's Degree   Doctoral Degree  
\_\_\_\_\_ Special Degree  
Please list major of checked degree(s): \_\_\_\_\_

4. How do your experiences and/or achievements related to reading/language arts instruction (e.g., teaching, committee work, test development or test scoring, curriculum development, research, publications) qualify you to serve on the RICA Design Team? Include dates of service:

5. Provide detail of any experience you have had teaching students who read below grade level, are English learners, are advanced learners, and/or are special education students. Include dates of service:

**Experience and Education Specifically Related to  
Reading/Language Arts Instruction in California (Cont.)**

6. Please describe a reading/language arts instruction lesson that you might use in a K-8 content-level classroom. Describe the student population, list the goal(s), and explain your assessment method(s). Explain how the lesson might help deliver the information, using the California Reading/Language Arts Framework as the instructional context for assisting all students to reach the California English-Language Arts Content Standards:

7. Please provide the complete name(s) (no acronyms please) of any professional organization(s) of which you are a member and/or officer

and describe how your involvement in the organization(s) may contribute to your ability to participate in the review process.



## Professional References

Please list three professional references that you know professionally and who are familiar with your work, background, and talents in reading/language arts instruction. None of these individuals should be related to you. You may submit letters of recommendation, but they are not required.

Name	Position	
Address		Phone Number
City	State	Zip Code

Name	Position	
Address		Phone Number
City	State	Zip Code

Name	Position	
Address		Phone Number
City	State	Zip Code

## Request for School/District/Institution Information

*Geographic Region Location of Your School/District/Institution*

*(refer to map):*

- ☐ North Coast
- ☐ Northeastern
- ☐ Capital
- ☐ Bay
- ☐ South Bay
- ☐ Delta Sierra
- ☐ Central Valley
- ☐ Costa Del Sur
- ☐ Southern
- ☐ RIMS
- ☐ Los Angeles



*Student Population of Your School/District/Institution:*

- ☐ Less than 3,000    ☐ 3,000-10,000
- ☐ 10,001-100,000    ☐ Over 100,000

*Student Ethnicity of Your School/District/Institution (check all groups that are over 20%):*

- ☐ American Indian    ☐ Hispanic
- ☐ Asian    ☐ African American
- ☐ Pacific Islander    ☐ White
- ☐ Filipino    ☐ Multiple

## Request for Personal Information

The California Commission on Teacher Credentialing (CCTC) is committed to having diversity amongst individuals participating in the RICA program and appropriate representation of ethnic groups, genders, and individuals with disabilities. To accomplish this goal, you are asked, but are not required, to provide the following information:

*Ethnicity:*

- ☐ African American or Black
- ☐ Asian American (e.g., Chinese, Japanese, Korean)
- ☐ Filipino
- ☐ Latin American, Latino, Puerto Rican, or other Hispanic
- ☐ Mexican American or Chicano
- ☐ Native American, American Indian, or Alaskan Native
- ☐ Pacific Island American
- ☐ Southeast Asian American (e.g., Cambodian, Hmong, Khmer, Laotian, Vietnamese)

☐ White (non-Hispanic)  
☐ Other (please specify) \_\_\_\_\_

*Gender:*

☐ Female      ☐ Male

*Do you have a disability?*

☐ No      ☐ Yes (Please specify):